

Wisconsin Spotlight Schools Continuing Grants

2015-16 Guidelines

**Authorized by the
No Child Left Behind Act of 2001**



**State of Wisconsin
Department of Public Instruction**

**Tony Evers, PhD
State Superintendent**

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I. Overview

The Spotlight Schools continuing grant program will provide funds for selected Spotlight Schools to:

- Continue to build capacity to implement best practices; and
- Share those practices with schools throughout the state through various networking and school visiting opportunities.

II. Eligibility

Schools must meet the following criteria:

- Must have been identified as a Wisconsin Title I School of Recognition for at least the last three consecutive years (2012-13, 2013-14, and 2014-15);
- Must have received a Spotlight Schools grant for the 2014-15 school year;
- Must fall within the following categories for the new accountability system: Significantly Exceeds Expectations, Exceeds Expectations, or Meets Expectations; and
- Must be a Title I-receiving school throughout the duration of the 2015-16 Spotlight Schools grant cycle.
- **A school that has received a Spotlight Schools grant during each of the previous three years (2012-13, 2013-14, and 2014-15) may elect to change their Spotlight Practices and apply for a Spotlight School continuation grant.**

III. Available Funds

Eligible schools can apply for up to \$25,000 for the one-year grant cycle which runs from July 1, 2015, to June 30, 2016.

Grant activities must be completed and funds encumbered by June 30, 2016. **Carryover is not allowed.**

IV. Use of Funds

Grant funds are to be used for the following purposes:

- To share school Spotlight Practices with other schools through a minimum of three one-day school visits. As the host school, the grant recipient will be responsible for supporting the expenses of the visiting school and any other expenses incurred for the visit;
- To extend the learning of staff and build capacity for continued school improvement; and
- To support attendance at a required statewide meeting in the fall and a required end-of-year meeting in the spring.

V. Application Information

A. Timeline

Event	Date
Grant applications due (late applications not accepted)	July 10, 2015
Grant review meeting: selection of potential grantees	June 2015
Final selection and notification to grantees	July 2015
Grant period begins	July 1, 2015
Fall Networking/Orientation Meeting (required)	Fall 2015
DPI consultants to visit Spotlight School grantees	Fall 2015
Grantees conduct school visits (a minimum of three during the duration of the grant)	December 2015 – May 2016
Interim Report due	February 2016
End-of-Year Meeting (required)	May 2016
All budget modification requests received and approved by DPI	May 31, 2016
All funds encumbered	June 30, 2016
Final financial claims due	September 30, 2016

B. Application Elements

Please review all sections of the Reviewer Rubric in Appendix A to ensure that you submit the best possible application.

Section I – General Information

Complete all information.

Section II – Assurances

Note that this section requires the grantee (principal and teacher leaders) to attend two networking sessions (orientation and end-of-year) during the grant period. Also note that to be eligible for Spotlight Schools funds, the grantee must continue to receive Title I funding throughout the duration of the grant period.

Section III – Certification/Signatures

The Agency Administrator and School Board Clerk or Charter School Authorizer must sign the certification section.

Section IV – Certification Covering Debarment

Review and sign debarment certification.

Section V – Overview

Applicants must provide up to a one-page overview of their experience as a Spotlight School. Be sure to reference your current Spotlight Practices. This section is the applicant's opportunity to share highlights from their experiences as a Spotlight School and explain how they will continue to build upon those experiences.

Section VI – Identify New Spotlight Practices

This OPTIONAL section is included only for Bruce Middle School, Bruce School District and Washington Elementary School, Oshkosh School District. Others schools should skip to page 9, Section VII: Portfolio.

Select **one** of the additional Spotlight Practices. Write a one-page response to **each** of the statements (1-3) in the Spotlight Practice you select. If needed, attach sample evidence of your school's commitment to the selected Spotlight Practice to your application.

Section VII – Portfolio

Applicants must provide a collection of artifacts that represent evidence of their Spotlight School's work. Reviewers will place the greatest emphasis on the Portfolio when reviewing applications.

The Portfolio should:

- illustrate your experiences as a Spotlight School, telling a story about what you did and what you learned;
- address both school visits and the ways you used Spotlight funds beyond the visits;
- include only the most important artifacts with a brief reflective summary about why you selected it for inclusion and its importance;
- be logically organized with a table of contents and clearly labeled sections;
- include data, if available, that illustrate the impact of your work;
- include one hard copy of the portfolio with the application and submit one copy electronically to Google Drive emailed from Clara Pfeiffer. If you need assistance with the Google Drive, contact Clara Pfeiffer at clara.pfeiffer@dpi.wi.gov.

Section VIII – Implementation

Applicants should describe how they will continue the school improvement and/or capacity building begun in the first grant.

Section IX – School Visits

Applicants should be as explicit as possible about the changes they will make (or have already made in the initial grant) to ensure a positive experience for visiting schools, as well as the goals and outcomes for visiting schools. Include strategies the Spotlight School will use to encourage visits from other schools.

Section X – School Plan

Applicants should provide a plan and budget for each of the following goals:

- GOAL 1: Share effective practices in student learning and achievement by hosting three or more one-day school visits focused on spotlighted practices.
- GOAL 2: Implement ongoing school improvement practices and activities.

Provide measureable objectives, activities, timelines, anticipated outcomes, and funds, for each of these goals.

Sections XI and XII – Budget Detail and Budget Summary

Applicants should contact their business manager for assistance with the budget portion of the application. The Budget Detail and Budget Summary require districts to specify how the grant expenses are allocated by budget category (e.g., salary, fringe benefits, non-capital objects, etc.). The budget should coincide with the activities listed in the grant plan. The budget must contain expenses for the entire grant period.

Grant activities must be completed and funds encumbered by June 30, 2016. **Carryover is not allowed.**

Eligible Expenses

Title I Wisconsin Spotlight Schools funds are flexible, and districts may use them for salaries, fringe benefits, instructional materials, professional development, purchased services, or other expenses related to the approved grant activities.

Out-of-state travel is allowed only if comparable events are not available in Wisconsin.

Ineligible Expenses

Districts may not purchase non-educational incentives with these funds or support activities that do not relate to approved grant activities.

Supplement, not Supplant

Funds must be used to supplement, not supplant, efforts funded by local dollars.

C. Application Submission

All applicants must submit:

<http://dpi.wi.gov/sites/default/files/imce/forms/doc/fdpi-0020-cont.doc>

The application **and** portfolio must be **received** by DPI **no later than 4:30 p.m. on Friday, July 10, 2015**. Applications received **after** 4:30 p.m. on July 10, 2015, **will not be considered for funding**.

1. Paper Spotlight Schools Grant Application (Required)

Mailed Spotlight Schools grant applications need to consist of one grant application with **original signatures** along with a copy of your Spotlight School's portfolio.

Mail application and portfolio to:

Wisconsin Department of Public Instruction

Attn: Clara Pfeiffer

Title I and School Support Team

Spotlight Schools Program

P.O. Box 7841

Madison, WI 53707-7841

-and-

2. Electronic Spotlight Schools Grant Application and Portfolio (Required)

The electronic grant application must be e-mailed to clara.pfeiffer@dpi.wi.gov.

The Spotlight Schools portfolio will be uploaded to your district's Google Drive folder. A link to your district's Google Drive folder as well as the [instructions for uploading to Google Drive](#) were provided in an e-mail from Clara Pfeiffer.

D. Review Process

At least two DPI staff members will review each grant application and select high-quality proposals that best meet the goals and criteria of this grant program as outlined in Appendix A: Reviewer Rubric.

VI. Required Program Report

A. Interim Report

Grant recipients are required to submit an Interim Report which will be due in February 2016. The Interim Report requires districts to summarize progress toward meeting the goals and objectives of the grant and helps DPI understand the impact of the grant strategies.

Attendance at the spring networking meeting, held in May 2016, will replace an end-of-year report.

VII. Financial Requirements

A. General Requirements

DPI encourages applicants to contact their business manager for assistance with the budget portion of the application. Districts must adhere to the guidelines set by the [Wisconsin Uniform Financial Accounting Requirements \(WUFAR\)](#).

Districts must also follow the guidelines set forth in the Education Department General Administrative Regulations (EDGAR) and the Uniform Grant Guidance 2 CFR 200.

B. Budget Revisions

Budget revision requests are required when significant changes need to be made to the original approved budget. An increase or decrease of 10 percent or more in any budget summary line requires approval by DPI.

The district must not expend funds until DPI approves the budget revision.

To request a budget revision, grant recipients must submit the budget detail and budget summary from the approved application reflecting the proposed modification along with a narrative explaining the reasoning for the modification. Submit budget modifications to Clara Pfeiffer at clara.pfeiffer@dpi.wi.gov. DPI will notify recipients of the approval or denial in writing.

All budget modification requests must be received and approved by DPI before May 31, 2016.

C. Financial Claims

DPI recommends recipients submit program fiscal reports ([PI-1086](#)) at least quarterly during the grant period. A final program fiscal report is due September 30, 2016. Direct all questions regarding financial claims to DPI's accountant, Ryan Egan, at (608) 266-1723 or ryan.egan@dpi.wi.gov.

Grant activities must be completed and funds encumbered by June 30, 2016. **Carryover is not allowed.**

Appendix A: Reviewer Rubric
Title I Wisconsin Spotlight Schools Grant
 Continuing School Application Scoring Rubric

Applicant School: _____

Amount Requested: \$25,000

Reviewer Name: _____

Spotlight Practices: _____

REVIEWER OVERVIEW

For the section below, compile the results from the rest of the application to make a final determination about the quality of this application.

Section	Rating	
	Acceptable	Needs Revisions
Section V – Overview		
Section VI – Additional Spotlight Practice (Optional)		
Section VII – Portfolio		
Section VIII – Implementation		
Section IX – School Visits		
Section X – School Plan		
Sections XI and XII – Budget Detail and Budget Summary		

Overall Rating (You must justify your response.)

Your overall rating should place the most emphasis on the quality of the portfolio.

<input type="checkbox"/> Acceptable The continuation grant application is acceptable as written.	<input type="checkbox"/> Needs Revisions DPI will need to work with the school before the application is approved.
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Reviewer Justification:

SECTION V: OVERVIEW

Question	Indicators of a School that Demonstrates High Performance in this Area
<p>Provide up to a one page overview of your experience as a Spotlight School. Be sure to reference your Spotlight Practices. Include the following:</p> <ul style="list-style-type: none"> A description of the highlights of your experiences during the 2014-15 grant cycle. Be sure to reference your Spotlight Practices. Qualitative or quantitative data demonstrating the impact of grant activities on your school. How the school will build upon their experiences for both goal one (school visits) and goal two (school improvement). 	<ul style="list-style-type: none"> School clearly describes the highlights of experience as a Spotlight School. School describes the breadth of activities, including school visits, networking, and school improvement/capacity building at the school. School identifies and addresses current Spotlight Practices. School includes qualitative or quantitative data about impact of the grant. Portfolio includes artifacts that illustrate the highlights included.
Overall Reviewer Rating for this Question	
<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revisions
Reviewer Comments	

SECTION VI: ADDITIONAL SPOTLIGHT PRACTICE (BRUCE MIDDLE AND WASHINGTON ELEMENTARY ONLY)

REVIEWER: COMPLETE THE RUBRIC SECTION BELOW ONLY FOR THE ADDITIONAL SPOTLIGHT PRACTICE SELECTED

Additional Spotlight Practice Selected: Vision Values Culture and Climate	
Question	Indicators of a School that Demonstrates High Performance in this Area
<p>1. Provide your school's vision statement. Describe how shared ownership for its underlying values was established among staff, students, families, and community members.</p>	<ul style="list-style-type: none"> The school describes how the vision is connected to deeper values and future hopes and provides a direction, goal and a level of excellence that the school wishes to attain. The response describes the process used to create the vision and how it inspired, motivated, and energized stakeholders in a commitment to a common cause.

	<ul style="list-style-type: none"> Evidence is provided to demonstrate that all stakeholders (staff, parents/families, students, community partners) are knowledgeable and supportive of the school's vision and mission. The school describes how the vision is reflected in a comprehensive school improvement plan.
2. Explain how the vision statement impacts the culture of your school, including the ways that staff, students, families, and community work together.	<ul style="list-style-type: none"> The narrative illustrates a collective will shared by all stakeholders to ensure that all students can learn and be successful. There is a description of how the vision is linked to state standards/Common Core State Standards and results in all students mastering challenging standards at proficient or above levels. Clear alignment between the school's vision and the school's practices to ensure increased student achievement is documented. Clear alignment between the school's vision and values and the goals and expectations for all students is documented.
3. Describe how your school created and sustains a positive climate that supports the learning of all students and student subgroups.	<ul style="list-style-type: none"> The system used by the school to support a positive learning environment for all students is described. Qualitative and/or quantitative data indicating that the climate is positive for all students and student subgroups is included. The response explains how positive rewards are used to maintain the climate.
Additional Spotlight Practice Selected: Leadership and Governance	
1. Describe how the role of the school leader and the leadership team contributes to high performance for all students, student subgroups and teachers at your school.	<ul style="list-style-type: none"> The narrative explains how school leadership (principal and teacher leaders) monitor, supervise, and support instruction as their top priority. Specific strategies used by the principal to build capacity in teachers to take on leadership roles are described. Examples of how school leadership (principal and teacher leaders) establishes goals and allocates resources to ensure that all students and student sub-groups are successful are included.
2. Describe how your school's organization and practices support the development of teachers as leaders.	<ul style="list-style-type: none"> Roles for teacher leaders are described along with evidence of the impact of their leadership on student learning and achievement. A description of the school's organization structures (e.g., teaming, schedule, communication, Rtl system, etc.) that support opportunities for teacher leadership and the ways in which they can lead (collaborative planning, school improvement planning, monitoring data, or professional development) are included. Opportunities for teachers to stay current on educational research and trends are illustrated.
3. Explain how leaders are accountable for student learning results.	<ul style="list-style-type: none"> The narrative describes how student progress and achievement results are owned by all staff and includes examples of clearly defined strategies that are in

	<p>place to analyze data for planning, supporting, monitoring, and verifying learning throughout the year.</p> <ul style="list-style-type: none"> • The narrative describes how data is used to make necessary adjustments in practice. • Decision-making practices that are based on attaining the most positive results for students, rather than on adhering to or maintaining established practices and systems, are illustrated.
Additional Spotlight Practice Selected: Decision Making and Accountability	
1. Describe your school's plan and purposes for collecting, analyzing, and using a variety of data. Include the role of staff in each step.	<ul style="list-style-type: none"> • The school describes a comprehensive plan for ongoing needs assessment, data collection, and analysis to plan, support, monitor, and verify learning; making recommendations for actions; and monitoring the effectiveness of the school's practices in both learning and climate. • The response includes how data is reflected in both the school's goals and improvement plan. • Information is provided to demonstrate that thoughtful data collection, analysis, and decision making has resulted in improved achievement for all students.
2. Describe how your school builds the skills and capacity of staff to use data effectively and the impact of those efforts.	<ul style="list-style-type: none"> • The narrative explains how professional development is provided to support teachers in the use of data to plan, support, monitor, and verify learning more effectively. • Evidence is provided to illustrate how all staff are involved in decisions regarding the use of assessments and the implementation of data collection and analysis at the school.
3. Describe how decisions about the use of resources are used to impact student learning and achievement.	<ul style="list-style-type: none"> • The description illustrates how resources, including money, staff allocation, professional development, materials, and additional support are targeted to address critical learning needs based on data analysis. • The description explains how data driven decision making results in effective, timely intervention for student subgroups and individual students who experience difficulty in attaining the proficient and advanced level of academic content standards. • Examples of additional learning opportunities for students who are exceeding benchmarks and/or are gifted and talented are included.
Additional Spotlight Practice Selected: Professional Development and Teacher Quality	
1. Describe how your school supports a culture of collaborative learning and problem-solving.	<ul style="list-style-type: none"> • The narrative describes a comprehensive professional development plan focused on improved student learning and achievement that is systematic, research-based, culturally-relevant, standards-driven, and provides high-quality learning opportunities for all school staff. • Strategies used to target and differentiate professional development to address the needs of teachers based on their content and pedagogical knowledge and the

	<p>aggregated results of the school's teacher evaluation system are illustrated.</p> <ul style="list-style-type: none"> There is evidence that the school has designated reasonable resources for ongoing professional development, support for change, and accountability for results.
2. Explain how data is used to ensure that professional development is designed to meet the needs of students and staff. Include information about how ongoing data analysis is used to adjust professional development plans.	<ul style="list-style-type: none"> The response illustrates a culture of continuous learning where professional collaboration and problem-solving are valued. The response describes how professional development occurs in the context of continuous improvement planning based on data about student, teacher, and school learning needs. Evidence that all staff are participants in professional learning activities is included.
3. In what ways does your school provide ongoing support to teachers (e.g. new teacher mentoring, coaching, educator effectiveness)?	<ul style="list-style-type: none"> The staff regularly assess the effectiveness of professional development in achieving identified learning goals, improving teaching, and assisting all students to meet challenging state academic achievement standards. Staff continually modify actions and make improvements to ensure they have the content, process, knowledge, and skills to address the learning needs of students. Accountability measures are clearly communicated and based on student performance results.
Additional Spotlight Practice Selected: Family, School, and Community Partnerships	
1. Describe key partnerships between your school and community organizations or agencies and their impact on student learning.	<ul style="list-style-type: none"> The response describes how the school has built partnerships with community organizations, health clinics, the police department, and/or other community groups in mutually beneficial ways to support students' social, emotional, and health needs. The partnerships between the school and community organizations/agencies described are well-defined and structured.
2. Describe how parents and families provide support to your school and are involved in site-based decisions. In turn, describe how your school provides support to parents and families.	<ul style="list-style-type: none"> The response describes how parents and community members are active partners in site-based decisions and the learning and growth of students. Ways that the school builds on the strengths of parents and families, and meaningfully involves parents in all aspects of school life are illustrated. Examples are included of programs and supports provided to families including resources and learning opportunities that go beyond the school day. The narrative describes culturally-responsive activities and learning opportunities that are geared toward the needs of diverse families and their children.
3. In what ways have you communicated and collaborated with all parents, families, and community organizations to impact student learning?	<ul style="list-style-type: none"> Two-way communication structures between stakeholders and the school are described and include an explanation of how information is systematically shared in a variety of ways. Strategies used by the school to continually assess its communication structures

	and seek out more effective strategies to build partnerships and actively involve parents and families are illustrated.
Overall Reviewer Rating for this Question	
<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revisions
Reviewer Comments	

SECTION VII: PORTFOLIO

Question	Indicators of a School that Demonstrates High Performance in this Area
Assemble a Spotlight School portfolio that is a reflection of the Spotlight School experience. See Spotlight Schools Continuation Grants guidelines and rubric for assistance. Include one hard copy of the portfolio and submit one copy electronically to Google Drive emailed from Clara Pfeiffer. Contact Clara Pfeiffer at clara.pfeiffer@dpi.wi.gov if you need further assistance with Google Drive.	<ul style="list-style-type: none"> • Portfolio provides evidence of a high quality Spotlight School experience. • Portfolio includes a table of contents and clearly labeled sections. • Each artifact includes a brief reflective statement explaining its importance. • Portfolio materials demonstrate the effectiveness of the school visits. • Portfolio demonstrates the impact of Spotlight School funds on school improvement and building capacity of school staff. • Portfolio demonstrates effective use of funds.
Overall Reviewer Rating for this Question	
<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revisions
Reviewer Comments:	

SECTION VIII: IMPLEMENTATION

Question	Indicators of a School that Demonstrates High Performance in this Area
In one page or less, describe how receiving a Spotlight Schools continuation grant will allow your school to continue to build on work it has begun.	<ul style="list-style-type: none"> School describes how additional funds can build on and/or continue the Spotlight School's program to host visiting schools. School describes how additional funds can continue to build the capacity of staff at the Spotlight School and how the funds will contribute to overall school improvement
Overall Reviewer Rating for this Question	
<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revisions
Reviewer Comments:	

SECTION IX: SCHOOL VISITS

Questions	Indicators of a School that Demonstrates High Performance in this Area
1. Based on the feedback received during the 2014-15 visits, describe changes that you would make as a host school to ensure that the visiting school has a positive experience.	<ul style="list-style-type: none"> School describes reflections based on feedback from school visits during the 2014-15 school year and areas for improvement. School describes specific changes it will make, or has already made, to ensure a high-quality experience for visiting schools.
2. Describe the goals and outcomes of a school visit for visiting schools. Include the Spotlight Practices to be featured.	<ul style="list-style-type: none"> Goals and outcomes are clearly defined and focused. Goals and outcomes are aligned to the original intent of the Spotlight School grant and reflect the school's selected Spotlight Practices. Spotlight Practices are clearly identified.

3. Describe strategies that you will implement to promote your school and recruit diverse visiting schools. Include examples of successful strategies used in the past school year.	<ul style="list-style-type: none"> School describes specific strategies to market themselves as a Spotlight School to diverse schools as well as similar schools within their geographic region. School includes examples of successful strategies from this past school year.
Overall Reviewer Rating for this Question	
<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revisions
Reviewer Comments:	

SECTION X: SCHOOL PLAN

Questions	Indicators of a School that Demonstrates High Performance in this Area
Goal 1: Share effective practices in student learning and achievement by hosting three or more one-day school visits focused on the Spotlight Practices selected in your school's original application.	<ul style="list-style-type: none"> Objectives are aligned with the goal. Objectives, activities, and timelines are appropriate to reach the goal. Anticipated outcome(s) align with objective. Total budget is reasonable to cover costs associated with hosting three full day visits (lodging, mileage, and meals).
Goal 2: Implement ongoing school improvement practices and activities.	<ul style="list-style-type: none"> Objectives are aligned with the goal. Objectives, activities, and timelines are appropriate to reach the goal. Anticipated outcome(s) align with objective. Total budget is reasonable to cover costs associated with selected school improvement activities.
Overall Reviewer Rating for this Question	
<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revisions
Reviewer Comments:	

SECTIONS XI AND XII: BUDGET DETAIL AND BUDGET SUMMARY**Indicators of a School that Demonstrates
High Performance in this Area**

- Budget Detail is aligned with School Plan.
- Budget Summary is aligned with School Plan and Budget Detail.

Overall Reviewer Rating for this Question☐ Acceptable☐ Needs Revisions**Reviewer Comments:**